DOCUMENT RESUME

ED 334 390 CE 058 405

TITLE Standardized Curriculum for Graphic and Print Communications.
INSTITUTION Mississippi State Dept. of Education, Jackson. Office of Vocational, Technical and Adult Education.
PUB DATE Jun 89
NOTE 66p.; For related documents, see CE 058 387-419.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Behavioral Objectives; Check Lists; Competency Based Education; *Core Curriculum; Desktop Publishing; *Graphic Arts; Layout (Publications); Occupational Safety and Health; Photography; *Printing; Reprography; Secondary Education; State Curriculum Guides; *State Standards; Student Evaluation
IDENTIFIERS *Lithography; Mississippi; *Offset Printing

ABSTRACT

Standardized vocational education course titles and core contents for two courses in Mississippi are provided: graphic and print communications I and II. The first course contains the following units: (1) orientation; (2) keyboard composer model 48 T 6; (3) keyboard composer model 7300; (4) job planning, art work, and layout; (5) basic photographic process in lithography; (6) film developing and darkroom procedures; (7) offset masters and platemaking--masking and stripping; (8) fundamentals of offset presswork; (9) preparation of offset presses for printing; (10) color reproduction; and (11) bindery operations. The second course contains the same units as the first course, with the addition of a unit on offset printing as an occupation and desktop publishing. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (NLA)

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STANDARDIZED CURRICULUM

FOR

GRAPHIC AND PRINT COMMUNICATIONS

MISSISSIPPI DEPARTMENT OF EDUCATION

OFFICE OF VOCATIONAL, TECHNICAL

AND ADULT EDUCATION

June 1989

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Published by the:

Office of Vocational, Technical and Adult Education
Mississippi State Department of Education
Jackson, Mississippi

and

Research and Curriculum Unit for Vocational, Technical and Adult Education
College of Education
Mississippi State University
Mississippi State, Mississippi

1989

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FOREWORD

This volume is intended to be used in the State of Mississippi as a mechanism for standardizing vocational education course titles and core contents. The need for standardization of curricula was triggered by provisions in the Educational Reform Act of 1982 which mandated:

-- elimination of nearly all currently existing curriculum requirements and development of new curriculum content that is "properly sequenced" and "coordinated";

-- steps to ensure that students master one level of course work before being advanced to the next level and that progression is properly sequenced;

-- a criterion-referenced, state-wide testing program that is built upon an identified set of "basic skills" keyed to student performance in grades 3, 5, 8, and 11;

-- revised graduation requirements that take into account student performance on the basic skills and also on a test of "functional literacy skills"; and

-- a system of accrediting schools that takes into account the performance of districts, schools, and students.

In addition to the mandates of the Educational Reform Act, the Strategic Plan for Vocational and Technical Education in Mississippi also calls for improving the quality of vocational and technical education through the standardization of curricula and the articulation of secondary and postsecondary programs.

Both of these mandates were further reinforced by legislation passed in 1986 which called for the establishment of state-wide "guidelines and procedures for managing an instructional program in the public schools." This legislation calls for instructional management plans containing the following components:

1. a written list of learning objectives for every course for which academic credit is given on students' transcripts (state specified core objectives must be included);

2. <u>suggested</u> instructional practices and resources for the learning objectives;

3. standards for student performance for each learning objective; and

4. systematic procedures for evaluating student performance on the learning objectives.

Specific local district actions regarding the state-wide instructional management plan are also required, namely:

1. The objectives contained in this document are common to all programs in the state. Core objectives are designated with an asterisk. The local district is encouraged to add additional objectives to this listing to meet local needs of students and employers.

2. The local school board must officially adopt the learning objectives as the district's curricula.

3. Pass/fail policies must be based on mastery of learning objectives.

4. Student performance on the learning objectives must be systematically evaluated at least once during the school year.

5. During the school year, records of individual student performance must indicate whether or not the objectives have been mastered. The record must indicate mastery status for each of the objectives tested in the Basic Skills Assessment Program (including functional literacy skills) and must be permanently maintained on all students who do <u>not</u> master the basic and functional literacy skills prior to being tested on them.

6. Each year, information about student performance on learning objectives must be reviewed. Those objectives which students are not mastering must be identified, and a plan must be developed for improving student performance on those objectives.

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GRAPHIC AND PRINT COMMUNICATIONS I

Developed by

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GRAPHIC AND PRINT COMMUNICATIONS I

Unit No.	Title
1	Orientation
2	Keyboard Composer Model 48 T 6
3	Keyboard Composer Model 7300
4	Job Planning, Art Work/Layout
5	Basic Photographic Process in Lithography
6	Film Developing and Darkroom Procedures
7	Offset Masters and Platemaking - Masking and Stripping
8	Fundamentals of Offset Presswork
9	Preparation of Offset Presses for Printing
10	Color Reproduction
11	Bindery Operations

COURSE: Graphic and Print Communications I

Unit 1: Orientation

Objectives: Upon completion of this unit, the student will:

*1. State rules and regulations of the school.
*2. Identify reasons for participating in VICA activities.
*3. Name employment opportunities related to graphic and print communication.
*4. Analyze personal job interests.
*5. List advantages of an occupational selection.
6. List disadvantages of an occupational selection.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. C. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will state ten rules and regulations of the school.
*Objective 2: The student will identify four reasons for participating in VICA activities.
*Objective 3: The student will name six employment opportunities related to graphic and print communication.
*Objective 4: The student will analyze personal job interests.
*Objective 5: The student will list three advantages of an occupational selection.

Objective 6: The student will list three disadvantages of an occupational selection.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Stated rules and regulations of the school.
____*2. Identified reasons for participating in VICA activities.
____*3. Named employment opportunities related to graphic and print communication.
____*4. Analyzed personal job interests.
____*5. Listed advantages of an occupational selection.
____ 6. Listed disadvantages of an occupational selection.

*Indicates core/essential objectives

COURSE: Graphic and Print Communication I

Unit 2: Keyboard Composer Model 48 T 6

Objectives: Upon completion of this unit, the student will:

*1. List steps to follow in changing type font.
*2. List steps to follow in changing paper.
3. List steps to follow in changing film materials.
*4. Describe method of setting type size.
*5. Explain method of setting line measurement.
*6. Demonstrate steps to follow when setting justified copy.
*7. Demonstrate steps to follow when setting quadding procedure.
8. Demonstrate procedure to set light exposure.
*9. Identify proofreader symbols.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. E. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list five steps to follow in changing type font.
*Objective 2: The student will list five steps to follow in changing paper.
Objective 3: The student will list three steps to follow in changing film materials.
*Objective 4: The student will describe method of setting type size.
*Objective 5: The student will explain method of setting line measurement.
*Objective 6: The student will demonstrate four steps to follow when setting justified copy.

*Objective 7: The student will demonstrate five steps to follow when setting quadding procedure.

Objective 8: The student will demonstrate procedure to set light exposure.

*Objective 9: The student will identify six proofreader symbols.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Listed steps to follow in changing type font.
____*2. Listed steps to follow in changing paper.
____ 3. Listed steps to follow in changing film materials.
____*4. Described method of setting type size.
____*5. Explained method of setting line measurement.
____*6. Demonstrated steps to follow when setting justified copy.
____*7. Demonstrated steps to follow when setting quadding procedure.
____ 8. Demonstrated procedure to set light exposure.
____*9. Identified proofreader symbols.

*Indicates core/essential objectives

COURSE: Graphic and Print Communications I

Unit 3: Keyboard Composer Model 7300

Objectives: Upon completion of this unit, the student will:

*1. List steps to follow in changing type font.
2. List steps to follow in changing paper.
*3. Demonstrate steps in changing film materials.
*4. Describe method of setting type size.
*5. Demonstrate method of setting line measurement.
*6. List steps to follow when setting justified copy.
*7. List steps to follow when setting quadding procedure.
8. Explain procedure to follow when setting light exposure.
*9. Identify proofreader symbols.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. E. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list three steps to follow in changing type font.
Objective 2: The student will list four steps to follow in changing paper.
*Objective 3: The student will demonstrate four steps to follow in changing film materials.
*Objective 4: The student will describe method of setting type size.
*Objective 5: The student will demonstrate the method of setting line measurement according to industry standards.
*Objective 6: The student will list five steps to follow when setting justified copy.

*Objective 7: The student will list three steps to follow when setting quadding procedure.

Objective 8: The student will explain the procedure to follow when setting light exposure.

*Objective 9: The student will identify three proofreader symbols.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Listed steps to follow in changing type font.
____ 2. Listed steps to follow in changing paper.
____*3. Demonstrated steps in changing film materials.
____*4. Described method of setting type size.
____*5. Demonstrated method of setting line measurement.
____*6. Listed steps to follow when setting justified copy.
____*7. Listed steps to follow when setting quadding procedure.
____ 8. Explained procedure to follow when setting light exposure.
____*9. Identified proofreader symbols.

*Indicates core/essential objectives

COURSE: Graphic and Print Communication I

Unit 4: Job Planning, Art Work/Layout

Objectives: Upon completion of this unit, the student will:

*1. List steps to follow in positioning work on layout table.
*2. State reasons to use T-square in layout work.
*3. Name tools used in layout.
*4. Demonstrate steps in making a single page layout.
5. Demonstrate steps in making a multiple page layout.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. E. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list four steps to follow in positioning work on layout table.
*Objective 2: The student will state three reasons to use T-square in layout work.
*Objective 3: The student will name five tools used in layout.
*Objective 4: The student will demonstrate three steps in making a single page layout.
Objective 5: The student will demonstrate six steps in making a multiple page layout.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Listed steps to follow in positioning work on layout table.
____*2. Stated reasons to use T-square in layout work.
____*3. Named tools used in layout.
____*4. Demonstrated steps in making a single page layout.
____ 5. Demonstrated steps in making a multiple page layout.

*Indicates core/essential objectives

COURSE: Graphic and Print Communications I

Unit 5: Basic Photographic Process in Lithography

Objectives: Upon completion of this unit, the student will:

*1. List steps to follow in mounting layout into ground.
*2. Name steps in shooting enlargement/reduction.
*3. Describe F-stop setting.
*4. Demonstrate the procedure in shooting a process negative.
5. List types of copy that are made on a process negative.
*6. Demonstrate steps in shooting transparencies.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. E. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list three steps to follow in mounting layout into ground.
*Objective 2: The student will name two steps in shooting enlargement/reduction.
*Objective 3: The student will describe F-stop setting.
*Objective 4: The student will demonstrate the procedure in shooting a process negative according to industry standards.
Objective 5: The student will list seven types of copy that are made on a process negative.
*Objective 6: The student will demonstrate eight steps in shooting transparencies.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Listed steps to follow in mounting layout into ground.
____*2. Named steps in shooting enlargement/reduction.
____*3. Described F-stop setting.
____*4. Demonstrated the procedure in shooting a process negative.
____ 5. Listed types of copy that are made on a process negative.
____*6. Demonstrated steps in shooting transparencies.

*Indicates core/essential objectives

COURSE: Graphic and Print Communications I

Unit 6: Film Developing and Darkroom Procedures

Objectives: Upon completion of this unit, the student will:

*1. List steps to follow in mixing darkroom chemicals.
*2. Demonstrate the procedure for handling and cutting negatives.
*3. Explain the function of trays in the developing sink in the darkroom.
4. List methods of drying negatives.
*5. Demonstrate procedure to follow when cleaning the darkroom.
*6. Identify items of clothing to wear when handling chemicals.
*7. Demonstrate safety steps to follow when handling chemicals.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. E. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list five steps to follow in mixing darkroom chemicals.
*Objective 2: The student will demonstrate the procedure for handling and cutting negatives according to industry standards.
*Objective 3: The student will explain the function of three trays in the developing sink in the darkroom.
Objective 4: The student will list three methods of drying negatives.
*Objective 5: The student will demonstrate the procedure for cleaning the darkroom according to the instructor's standards.

*Objective 6: The student will identify three items of clothing to wear when handling chemicals.

*Objective 7: The student will demonstrate four safety steps to follow when handling chemicals.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Listed steps to follow in mixing darkroom chemicals.
____*2. Demonstrated the procedure for handling and cutting negatives.
____*3. Explained the function of trays in the developing sink in the darkroom.
____ 4. Listed methods of drying negatives.
____*5. Demonstrated procedure to follow when cleaning the darkroom.
____*6. Identified types of clothing to wear when handling chemicals.
____*7. Demonstrated safety steps to follow when handling chemicals.

*Indicates core/essential objectives

COURSE: Graphic and Print Communications I

Unit 7: Offset Masters and Platemaking - Masking and Stripping

Objectives: Upon completion of this unit, the student will:

*1. Demonstrate ways to scribe lines on negatives.
2. Explain types of masking.
*3. Demonstrate steps in burning a plate.
*4. Describe types of exposing plates.
*5. Name materials used in developing plates.
*6. Explain steps in developing plates.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. E. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will demonstrate three ways to scribe lines on negatives.
Objective 2: The student will explain five types of masking.
*Objective 3: The student will demonstrate six steps to follow in burning a plate.
*Objective 4: The student will describe three types of exposing plates.
*Objective 5: The student will name four materials used in developing plates.
*Objective 6: The student will explain six steps in developing plates.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Demonstrated ways to scribe lines on negatives.
____ 2. Explained types of masking.
____*3. Demonstrated steps in burning a plate.
____*4. Described types of exposing plates.
____*5. Named materials used in developing plates.
____*6. Explained steps in developing plates.

*Indicates core/essential objectives

COURSE: Graphic and Print Communications I

Unit 8: Fundamentals of Offset Presswork

Objectives: Upon completion of this unit, the student will:

*1. List steps in setting up for offset presswork.
*2. Describe uses of air on offset presses.
*3. Demonstrate adjustment procedures in paper feeding.
*4. Describe reasons for adjusting side joggers.
*5. Demonstrate steps in setting the receiving tray.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. E. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list six steps in setting up for offset presswork.
*Objective 2: The student will describe four uses of air on offset presses.
*Objective 3: The student will demonstrate three adjustment procedures in paper feeding.
*Objective 4: The student will describe three reasons for adjusting side joggers.
*Objective 5: The student will demonstrate three steps in setting the receiving tray.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Listed steps in setting up for offset presswork.
____*2. Described uses of air on offset presses.
____*3. Demonstrated adjustment procedures in paper feeding.
____*4. Described reasons for adjusting side joggers.
____*5. Demonstrated steps in setting the receiving tray.

*Indicates core/essential objectives

COURSE: Graphic and Print Communications I

Unit 9: Preparation of Offset Presses for Printing

Objectives: Upon completion of this unit, the student will:

*1. List steps to follow in applying solution to moisture rollers.
*2. Demonstrate steps to follow when applying ink to ink rollers.
*3. List steps to follow when installing blanket to blanket cylinder.
4. List steps to follow when installing a master or plate to plate cylinder.
*5. Demonstrate the operation of an offset press.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. E. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list three steps to follow in applying solution to moisture rollers.
*Objective 2: The student will demonstrate three steps to follow when applying ink to ink rollers.
*Objective 3: The student will list three steps to follow when installing blanket to blanket cylinder.
Objective 4: The student will list three steps to follow when installing a master or plate to plate cylinder.
*Objective 5: The student will demonstrate the operation of an offset press according to industry standards.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Listed steps to follow in applying solution to moisture rollers.
____*2. Demonstrated steps to follow when applying ink to ink rollers.
____*3. Listed steps to follow when installing blanket to blanket cylinder.
____ 4. Listed steps to follow when installing a master or plate to plate cylinder.
____*5. Demonstrated the operation of an offset press.

*Indicates core/essential objectives

COURSE: Graphic and Print Communications I

Unit 10: Color Reproduction

Objectives: Upon completion of this unit, the student will:

*1. Demonstrate steps to follow in making a single color run of line copy.
*2. Demonstrate steps to follow when making a duotone color run.
*3. List methods of color separation.
4. Name basic color used in color reproduction.
5. List advantages of color registration.
*6. Demonstrate proper use of commercial blue-line type registration matrix.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. E. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will demonstrate four steps to follow in making a single color run of line copy.
*Objective 2: The student will demonstrate five steps to follow when making a duotone color run.
*Objective 3: The student will list three methods of color separation.
Objective 4: The student will name the basic color used in color reproduction.
Objective 5: The student will list three advantages of color registration.

*Objective 6: The student will demonstrate proper use of commercial blue-line type registration matrix.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Demonstrated steps to follow in making a single color run of line copy.
____*2. Demonstrated steps to follow when making a duotone color run.
____*3. Listed methods of color separation.
____ 4. Named basic color used in color reproduction.
____ 5. Listed advantages of color registration.
____*6. Demonstrated proper use of commercial blue-line type registration matrix.

*Indicates core/essential objectives

COURSE: Graphic and Print Communications I

Unit 11: Bindery Operations

Objectives: Upon completion of this unit, the student will:

*1. Describe ways of assembling copy.
*2. Demonstrate steps to follow when changing the cutting blade.
*3. Describe the procedure for cutting a specific size of paper.
*4. Name types of binding used on regular paper.
5. List steps to follow when binding NCR paper.
*6. Demonstrate binding with the saddle stitch.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. E. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will describe two ways of assembling copy.
*Objective 2: The student will demonstrate three steps to follow when changing the cutting blade.
*Objective 3: The student will describe the procedure for cutting a specific size of paper.
*Objective 4: The student will name four types of binding used on regular paper.
Objective 5: The student will list two steps to follow when binding NCR paper.
*Objective 6: The student will demonstrate binding with the saddle stitch.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Described ways of assembling copy.
____*2. Demonstrated steps to follow when changing the cutting blade.
____*3. Described the procedure for cutting a specific size of paper.
____*4. Named types of binding used on regular paper.
____ 5. Listed steps to follow when binding NCR paper.
____*6. Demonstrated binding with the saddle stitch.

*Indicates core/essential objectives

GRAPHIC AND PRINT COMMUNICATIONS II

Developed by

Israel Robinson, Amanda Elzy High School
Ernest Lowery, McComb Vocational Center
L. C. Harmon, Jackson Career Development Center

GRAPHIC AND PRINT COMMUNICATIONS II

Unit No.	Title
1	Orientation
2	Introduction to Offset Printing as an Occupation
3	Keyboard Composer Model 48-T 6
4	Keyboard Composer Model 7300
5	Job Planning, Art Work, and Layout
6	Basic Photographic Processes in Lithography
7	Film Developing and Darkroom Procedures
8	Offset Master and Platemaking
9	Fundamentals of Offset Presswork
10	Make Ready an Operation on an Offset Press
11	Color Reproduction
12	Bindery Operations
13	Desktop Publisher

COURSE: Graphic and Print Communications II

Unit 1: Orientation

Objectives: Upon completion of this unit, the student will:

*1. List school rules and regulations.
*2. Describe purposes of VICA.
*3. Name graphic art areas.
*4. List methods of examining job interests.
*5. List ways to evaluate an occupational selection.
6. Name ways to increase self awareness.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. E. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list ten school rules and regulations.
*Objective 2: The student will describe three purposes of VICA.
*Objective 3: The student will name five graphic art areas.
*Objective 4: The student will list three methods of examining job interests.
*Objective 5: The student will list four ways to evaluate an occupational selection.
Objective 6: The student will name two ways to increase self awareness.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Listed school rules and regulations.
____*2. Described purposes of VICA.
____*3. Named graphic art areas.
____*4. Listed methods of examining job interests.
____*5. Listed ways to evaluate an occupational selection.
____ 6. Named ways to increase self awareness.

*Indicates core/essential objectives

COURSE: Graphic and Print Communications II

Unit 2: Introduction to Offset Printing as an Occupation

Objectives: Upon completion of this unit, the student will:

*1. Develop a resume.
*2. Describe parts of a cover letter.
*3. Identify questions asked during an interview.
4. List ways to improve listening skills.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. E. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will develop a resume.
*Objective 2: The student will list and describe three parts of a cover letter.
*Objective 3: The student will identify three questions asked during an interview.
Objective 4: The student will list two ways to improve listening skills.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Developed a resume.
____*2. Described parts of a cover letter.
____*3. Identified questions asked during an interview.
____ 4. Listed ways to improve listening skills.

*Indicates core/essential objectives

COURSE: Graphic and Print Communications II

Unit 3: Keyboard Composer Model 48-T 6

Objectives: Upon completion of this unit, the student will:

*1. Demonstrate steps in changing the type font.
 2. Demonstrate steps in changing film material.
*3. Name type sizes.
*4. List type fonts.
*5. Explain editing features.
*6. List proofreading symbols.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. E. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will demonstrate three steps in changing the type font.
 Objective 2: The student will demonstrate two steps in changing film material.
*Objective 3: The student will name six type sizes.
*Objective 4: The student will list three type fonts.
*Objective 5: The student will name/explain six editing features.
*Objective 6: The student will list five proofreading symbols.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Demonstrated steps in changing the type font.
____ 2. Demonstrated steps in changing film material.
____*3. Named type sizes.
____*4. Listed type fonts.
____*5. Explained editing features.
____*6. Listed proofreading symbols.

*Indicates core/essential objectives

COURSE: Graphic and Print Communications II

Unit 4: Keyboard Composer Model 7300

Objectives: Upon completion of this unit, the student will:

*1. Demonstrate steps in changing the type font.
*2. Demonstrate steps in changing film material.
*3. Name type sizes.
*4. List type fonts.
*5. Explain editing features.
6. List proofreading symbols.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. E. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will demonstrate three steps in changing the type font.
*Objective 2: The student will demonstrate two steps in changing film material.
*Objective 3: The student will name six type sizes.
*Objective 4: The student will list three type fonts.
*Objective 5: The student will explain six editing features.
Objective 6: The student will list five proofreading symbols.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Demonstrated steps in changing the type font.
____*2. Demonstrated steps in changing film material.
____*3. Named type sizes.
____*4. Listed type fonts.
____*5. Explained editing features.
____ 6. Listed proofreading symbols.

*Indicates core/essential objectives

COURSE: Graphic and Print Communications II

Unit 5: Job Planning, Art Work, and Layout

Objectives: Upon completion of this unit, the student will:

*1. List types of layouts.
*2. Name tools used in making layouts.
3. Demonstrate procedure for attaching copies to layout sheet.
*4. Describe methods of enlarging copy.
*5. Demonstrate steps in making single page layout.
*6. Demonstrate steps in making a multiple page layout.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. E. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list three types of layouts.
*Objective 2: The student will name five tools used in making layouts.
Objective 3: The student will demonstrate industry accepted procedure for attaching copies to layout sheet.
*Objective 4: The student will describe two methods of enlarging copy.
*Objective 5: The student will demonstrate four steps in making single page layout.
*Objective 6: The student will demonstrate six steps in making a multiple page layout.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Listed types of layouts.
____*2. Named tools used in making layouts.
____ 3. Demonstrated procedure for attaching copies to layout sheet.
____*4. Described methods of enlarging copy.
____*5. Demonstrated steps in making single page layout.
____*6. Demonstrated steps in making a multiple page layout.

*Indicates core/essential objectives

COURSE: Graphic and Print Communications II

Unit 6: Basic Photographic Processes in Lithography

Objectives: Upon completion of this unit, the student will:

*1. List parts of the process camera.
2. Demonstrate steps in shooting percentages.
*3. Demonstrate F-stop settings.
*4. Demonstrate steps in shooting line copy.
*5. Demonstrate steps in shooting half tone copy.
6. Shoot, produce, and develop a role of film.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. E. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list six parts of the process camera.
Objective 2: The student will demonstrate two steps in shooting percentages.
*Objective 3: The student will demonstrate F-stop settings.
*Objective 4: The student will demonstrate five steps in shooting line copy.
*Objective 5: The student will demonstrate seven steps in shooting half tone copy.
Objective 6: The student will shoot, produce, and develop a roll of film.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Listed parts of the process camera.
____ 2. Demonstrated steps in shooting percentages.
____*3. Demonstrated F-stop settings.
____*4. Demonstrated steps in shooting line copy.
____*5. Demonstrated steps in shooting half tone copy.
____ 6. Shot, produced, and developed a roll of film.

*Indicates core/essential objectives

COURSE: Graphic and Print Communications II

Unit 7: Film Developing and Darkroom Procedures

Objectives: Upon completion of this unit, the student will:

*1. List safety features for the darkroom.
*2. Describe mixtures for developer A.
*3. Describe mixtures for developer B.
*4. Name tray arrangements in the darkroom.
5. Explain the correct temperature for water.
6. Name things to do before leaving the darkroom.
*7. Demonstrate steps to follow when developing negative to solid four on gray scale.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. E. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list four safety features for the darkroom.
*Objective 2: The student will describe two mixtures for developer A.
*Objective 3: The student will describe two mixtures for developer B.
*Objective 4: The student will name four tray arrangements in the darkroom.
Objective 5: The student will explain the correct temperature for water.
Objective 6: The student will name four things to do before leaving the darkroom.

*Objective 7: The student will demonstrate four steps to follow when developing negative to solid four on gray scale.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Listed safety features for the darkr room.
____*2. Described mixtures for developer A.
____*3. Described mixtures for developer B.
____*4. Named tray arrangements in the darkroom.
____ 5. Explained the correct temperature for water.
____ 6. Named things to do before leaving the darkroom.
____*7. Demonstrated steps to follow when developing negative to solid four on gray scale.

*Indicates core/essential objectives

COURSE: Graphic and Print Communications II

Unit 8: Offset Master and Plate Making

Objectives: Upon completion of this unit, the student will be able to:

*1. Name types of offset plates.
2. List methods of correcting metal plates.
*3. Demonstrate steps in making a single color plate.
*4. Demonstrate steps in making multiple color plates.
*5. Demonstrate steps in making a double exposure plate.
*6. Demonstrate steps in developing an offset plate.
7. Demonstrate steps in developing a subtractive plate.
8. Demonstrate steps in developing an additive plate.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. E. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will name three types of offset plates.
Objective 2: The student will demonstrate two methods of correcting metal plates.
*Objective 3: The student will demonstrate three steps in making a single color plate.
*Objective 4: The student will demonstrate five steps in making multiple color plates.
*Objective 5: The student will demonstrate four steps in making a double exposure plate.
*Objective 6: The student will demonstrate four steps in developing an offset plate.

Objective 7: The student will demonstrate two steps in developing a subtractive plate.

Objective 8: The student will demonstrate two steps in developing an additive plate.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Named types of offset plates.
____ 2. Demonstrated methods of correcting metal plates.
____*3. Demonstrated steps in making a single color plate.
____*4. Demonstrated steps in making multiple color plates.
____*5. Demonstrated steps in making a double exposure plate.
____*6. Demonstrated steps in developing an offset plate.
____ 7. Demonstrated steps in developing a subtractive plate.
____ 8. Demonstrated steps in developing an additive plate.

*Indicates core/essential objectives

COURSE: Graphic and Print Communications II

Unit 9: Fundamentals of Offset Press Work

Objectives: Upon completion of this unit, the student will:

*1. Name types of offset presses.
*2. Describe major cylinders of an offset printer.
*3. Demonstrate steps in adjusting paper feed.
4. Name uses for the air blower.
*5. Explain adjustments for ejector rollers.
6. Describe adjustments for the jogger.
*7. List stages of routes the paper will take.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. E. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will name four types of offset presses.
*Objective 2: The student will describe three major cylinders of an offset printer.
*Objective 3: The student will demonstrate five steps in adjusting paper feed.
Objective 4: The student will name three uses for the air blower.
*Objective 5: The student will explain two adjustments for ejector rollers.
Objective 6: The student will describe three adjustments for the jogger.

*Objective 7: The student will list four stages of routes the paper will take.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Named types of offset presses.
____*2. Described major cylinders of an offset printer.
____*3. Demonstrated steps in adjusting paper feed.
____ 4. Named uses for the air blower.
____*5. Explained adjustments for ejector rollers.
____ 6. Described adjustments for the jogger.
____*7. Listed stages of routes the paper will take.

*Indicates core/essential objectives

COURSE: Graphic and Print Communications II

Unit 10: Make Ready an Operation on an Offset Press

Objectives: Upon completion of this unit, the student will:

*1. Demonstrate steps in applying fountain solution to the press.
*2. Demonstrate steps in applying ink to the press.
*3. Describe main ink rollers.
4. Describe reasons for adjusting moisture rate.
*5. Name safety rules to be observed when operating the press.
*6. Demonstrate steps for engaging press to run copy.
*7. Demonstrate methods of cleaning press after use.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. E. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will demonstrate three steps in applying fountain solution to the press.
*Objective 2: The student will demonstrate three steps in applying ink to the press.
*Objective 3: The student will describe three main ink rollers.
Objective 4: The student will describe three reasons for adjusting moisture rate.
*Objective 5: The student will name four safety rules to be observed when operating the press.
*Objective 6: The student will demonstrate five steps for engaging press to run copy.

*Objective 7: The student will demonstrate three methods of cleaning press after use.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Demonstrated steps in applying fountain solution to the press.
____*2. Demonstrated steps in applying ink to the press.
____*3. Described main ink rollers.
____ 4. Described reasons for adjusting moisture rate.
____*5. Named safety rules to be observed when operating the press.
____*6. Demonstrated steps for engaging press to run copy.
____*7. Demonstrated methods of cleaning press after use.

*Indicates core/essential objectives

COURSE: Graphic and Print Communications II

Unit 11: Color Reproduction

Objectives: Upon completion of this unit, the student will:

*1. Demonstrate steps in making a single color run of line copy.
*2. Demonstrate steps in making a two color run of line copy.
3. Distinguish between two color run and dual tone.
*4. List true color inks.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. E. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will demonstrate three steps in making a single color run of line copy.
*Objective 2: The student will demonstrate five steps in making a two color run of line copy.
Objective 3: The student will distinguish between two color run and dual tone.
*Objective 4: The student will list four true color inks.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

___*1. Demonstrated steps in making a single color run of line copy.
___*2. Demonstrated steps in making a two color run of line copy.

___3. Distinguished between two color run and dual tone.
___*4. Listed true color inks.

*Indicates core/essential objectives

COURSE: Graphic and Print Communications II

Unit 12: Bindery Operations

Objectives: Upon completion of this unit, the student will:

*1. Name means of binding materials.
*2. Demonstrate ways to assemble copy for binding.
*3. List pieces of equipment found in the binding department.
4. Demonstrate steps in binding NCR paper.
5. Demonstrate steps in padding bond paper.
*6. List safety features of the binding department.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion

Suggested Resources:

Primary Source: Dennis, E. A., & Jenkins, J. D. Comprehensive Graphic Arts. Indianapolis, IN: Howard W. Sams & Company. 1976.

Secondary Sources: Cogoli, J. E. Photo-Offset Fundamentals. Bloomington, IL: McKnight Publishing Company. 1980.

Compugraphic Edit Writer Family. Wilmington, MA: Customer Education Department. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will name three means of binding materials.
*Objective 2: The student will demonstrate three ways to assemble copy for binding.
*Objective 3: The student will list three pieces of equipment found in the binding department.
Objective 4: The student will demonstrate two steps in binding NCR paper.
Objective 5: The student will demonstrate three steps in padding bond paper.
*Objective 6: The student will list five safety features of the binding department.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____*1. Named means of binding materials.
____*2. Demonstrated ways to assemble copy for binding.
____*3. Listed pieces of equipment found in the binding department.
____ 4. Demonstrated steps in binding NCR paper.
____ 5. Demonstrated steps in padding bond paper.
____*6. Listed safety features of the binding department.

*Indicates core/essential objectives

COURSE: Graphic and Print Communications II

Unit 13: Desktop Publisher

Objectives: Upon completion of this unit, the student will:

1. List parts of the desktop publisher.
2. Name functions of the desktop publisher.
3. Demonstrate the steps in setting up the desktop publisher for operation.
4. List and demonstrate the basic steps in page making.
5. Name the steps in operating the laser printer.
6. List steps in shooting a test negative.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture - discussion
Laboratory - demonstration and practice

Suggested Resources:

Primary Source: Susannah Muscheirl and Linn Compton. Aldus Pagemaker: IBM Desktop Publisher's Manual. International Business Machines Corporation. 1988.

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will list ten parts of the desktop publisher.
Objective 2: The student will name five functions of the desktop publisher.
Objective 3: The student will demonstrate the steps in setting up the desktop publisher for operation.
Objective 4: The student will list and demonstrate the five basic steps in page making.
Objective 5: The student will name the seven steps in operating the laser printer.
Objective 6: The student will list five steps in shooting a test negative.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ 1. Listed parts of the desktop publisher.
____ 2. Named functions of the desktop publisher.
____ 3. Demonstrated the steps in setting up the desktop publisher for operation.
____ 4. Listed and demonstrated the basic steps in page making.
____ 5. Named the steps in operating the laser printer.
____ 6. Listed steps in shooting a test negative.

*Indicates core/essential objectives

STUDENT PERFORMANCE RECORD

GRAPHIC AND PRINT COMMUNICATIONS

GRAPHIC AND PRINT COMMUNICATIONS I

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective.

C = Core competencies.

Orientation

- ✓ C1. Stated rules and regulations of the school.
- ✓ C2. Identified reasons for participating in VICA activities.
- ✓ C3. Named employment opportunities related to graphic and print communication.
- C4. Analyzed personal job interests.
- C5. Listed advantages of an occupational selection.
- 6. Listed disadvantages of an occupational selection.
- C7. Listed steps to follow in changing type font.
- C8. Listed steps to follow in changing paper.
- 9. Listed steps to follow in changing film materials.
- ✓ C10. Described method of setting type size. on Type setter
- ✓ C11. Explained method of setting line measurement.
- ✓ C12. Demonstrated steps to follow when setting justified copy.
- ✓ C13. Demonstrated steps to follow when setting quadding procedure.

II 73, 74, 75, 74, 77,

Desk Top Publishing, Typography & Processing

78, 14. Demonstrated procedure to set light exposure.

- ✓ C15. Identified proofreader symbols.
- ✓ C16. Listed steps to follow in changing type font.
- ✓ 17. Listed steps to follow in changing paper.
- C18. Demonstrated steps in changing film materials.
- C19. Described method of setting type size.
- C20. Demonstrated method of setting line measurement.
- C21. Listed steps to follow when setting justified copy.
- C22. Listed steps to follow when setting quadding procedure.
- 23. Explained procedure to follow when setting light exposure.
- C24. Identified proofreader symbols.
- ✓ C25. Listed steps to follow in ~~positioning work on layout table.~~ assembly. image

Paste-Up and layout

- ✓ C26. Stated reasons to use T-square in layout work.
- ✓ C27. Named tools used in layout.
- ✓ C28. Demonstrated steps in making a single page layout.
- ✓ 29. Demonstrated steps in making a multiple page layout.
- ✓ C30. Listed steps to follow in mounting layout into ground.
- ✓ C31. Named steps in shooting enlargement/reduction.
- ✓ C32. Described F-stop setting.

Process Camera and Dark Room Procedure

C33. Demonstrated the procedure in shooting a process negative.
34. Listed types of copy that are made on a process negative.
C35. Demonstrated steps in shooting transparencies.
C36. Listed steps to follow in mixing darkroom chemicals.
C37. Demonstrated the procedure for handling and cutting negatives.
C38. Explained the function of trays in the developing sink in the darkroom.
39. Listed methods of drying negatives.
C40. Demonstrated procedure to follow when cleaning the darkroom.
C41. Identified items of clothing to wear when handling chemicals.
C42. Demonstrated safety steps to follow when handling chemicals.
C43. Demonstrated ways to scribe lines on negatives.
44. Explained types of masking.
C45. Demonstrated steps to follow in burning a plate.
C46. Described types of exposing plates.
C47. Named materials used in developing plates.
C48. Explained steps in developing plates.
C49. Listed steps in setting up for offset presswork.
C50. Described uses of air on offset presses.
C51. Demonstrated adjustment procedures in paper feeding.
C52. Described reasons for adjusting side joggers.
C53. Demonstrated steps in setting the receiving tray.
C54. Listed steps to follow in applying solution to moisture rollers.
C55. Demonstrated steps to follow when applying ink to ink rollers.
C56. Listed steps to follow when installing blanket to blanket cylinder.
57. Listed steps to follow when installing a master or plate to plate cylinder.
C58. Demonstrated the operation of an offset press.
C59. Demonstrated steps to follow in making a single color run of line copy.
C59. Demonstrated steps to follow when making a ~~duotone~~ Two color run.
C60. Listed methods of color separation.
61. Named basic colors used in color reproduction.
62. Listed advantages of color registration.
C63. Demonstrated proper use of commercial blue-line type registration matrix.
C64. Described ways of assembling copy.
C65. Demonstrated steps to follow when changing the cutting blade.

Bindery Operations

C66. Described the procedure for cutting a specific size of of paper.
C67. Named types of binding used on regular paper.
68. Listed steps to follow when binding NCR paper.
C69. Demonstrated binding with the saddle stitch.

GRAPHIC AND PRINT COMMUNICATIONS II

Student:_____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective.

C = Core competencies.

____ C1. Listed school rules and regulations.
____ C2. Described purposes of VICA.
____ C3. Named graphic art areas.
____ C4. Listed methods of examining job interests.
____ C5. Listed ways to evaluate an occupational selection.
____ 6. Named ways to increase self awareness.
✓ C7. Developed a resume.
✓ C8. Described parts of a cover letter.
✓ C9. Identified questions asked during an interview.
____ 10. Listed ways to improve listening skills.
____ C11. Demonstrated steps in changing the type font.
____ 12. Demonstrated steps in changing film material.
____ C13. Named type sizes.
____ C14. Listed type fonts.
✓ C15. Explained editing features.
____ C16. Listed proofreading symbols.
____ C17. Demonstrated steps in changing the type font.
____ C18. Demonstrated steps in changing film material.
____ C19. Named type sizes.
____ C20. Listed type fonts.
____ C21. Explained editing features.
____ 22. Listed proofreading symbols.
____ C23. Listed types of layouts.
____ C24. Named tools used in making layouts.
____ 25. Demonstrated procedure for attaching copies to layout sheet.
____ C26. Described methods of enlarging copy.
____ C27. Demonstrated steps in making single page layout.
____ C28. Demonstrated steps in making a multiple page layout.
____ C29. Listed parts of the process camera.
____ 30. Demonstrated steps in shooting percentages.
____ C31. Demonstrated F-stop settings.
____ C32. Demonstrated steps in shooting line copy.
____ C33. Demonstrated steps in shooting half tone copy.

D° All

Focal length
" plane

___ 34. Shot, produced, and developed a roll of film.
___ C35. Listed safety features for the darkroom.
___ C36. Described mixtures for ~~developer A.~~ dark room
___ C37. Described mixtures for developer B.
___ C38. Named tray arrangements in the darkroom.
___ 39. Explained the correct temperature for water.
___ 40. Named things to do before leaving the darkroom.
___ C41. Demonstrated steps to follow when developing negative to solid four on gray scale.
___ C42. Named types of offset plates.
___ 43. Demonstrated methods of correcting metal plates.
___ C44. Demonstrated steps in making a single color plate.
___ C45. Demonstrated steps in making multiple color plates.
___ C46. Demonstrated steps in making a double exposure plate.
___ C47. Demonstrated steps in developing an offset plate.
___ 48. Demonstrated steps in developing a subtractive plate.
___ 49. Demonstrated steps in developing an additive plate.
___ C50. Named types of offset presses.
___ C51. Described major cylinders of an offset printer.
___ C52. Demonstrated steps in adjusting paper feed.
___ 53. Named uses for the air blower.
___ C54. Explained adjustments for ejector rollers.
___ 55. Described adjustments for the jogger.
___ C56. Listed stages of routes the paper will take.
___ C57. Demonstrated steps in applying fountain solution to the press.
___ C58. Demonstrated steps in applying ink to the press.
___ C59. Described main ink rollers.
___ 60. Described reasons for adjusting moisture rate.
___ C61. Named safety rules to be observed when operating the press.
___ C62. Demonstrated steps for engaging press to run copy.
___ C63. Demonstrated methods of cleaning press after use.
___ C64. Demonstrated steps in making a single color run of line copy.
___ C65. Demonstrated steps in making a two color run of line copy.
___ 66. Distinguished between two color run and dual tone.
___ C67. Listed true color inks.
___ C68. Named means of binding materials.
___ C69. Demonstrated ways to assemble copy for binding.
___ C70. Listed pieces of equipment found in the binding department.
___ 71. Demonstrated steps in binding NCR paper.
___ 72. Demonstrated steps in padding bond paper.
___ C73. Listed safety features of the binding department.
___ 74. Listed parts of the desktop publisher.
___ 75. Named functions of the desktop publisher.
___ 76. Demonstrated the steps in setting up the desktop publisher for operation.

All

✓ 77. Listed and demonstrated the basic steps in page making.
✓ 78. Named the steps in operating the laser printer.
✓ 79. Listed steps in shooting a test negative.